

Assembling Your School Improvement Planning Team

Before initiating any needs assessment or improvement process, school leaders must establish a diverse team responsible for designing, communicating, and monitoring the continuous improvement plan.

Why It's Important

- It is important that members of the school community find value in the improvement plan and can mobilize around the concepts captured in the plan. This is best accomplished by ensuring that a **range of voices** are included in the creation of the plan.
- Engaging a variety of stakeholders generates enthusiasm and ownership of the plan and its initiatives.
- While schools identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI) must submit plans for approval, the primary audience for the plan is the **school community**. It is important that members of the school community believe they had a voice in the development of the plan.

Ensuring Meaningful Participation

- As part of the collaborative process, school leaders should consider both **WHO** is involved in the development of the plan, along with **WHAT** team members do as part of their participation in developing the plan.
- For schools identified for TSI, ATSI, and CSI, Commissioner's Regulation 100.21 requires that plans demonstrate evidence that stakeholders have meaningfully participated in the development of the plan. To meet the expectation of meaningful participation, these schools will need to fulfil the criteria outlined in [CSI, ATSI, and TSI-Specific Guidance](#).

Identifying Team Members

- School leaders should assemble a diverse team that represents a broad cross-section of the school community.
- The individuals selected to participate in the improvement planning process will influence the quality of the process, perceptions about the credibility of the process, and momentum and enthusiasm around the plan. It is essential that participants are selected for their insights and contributions rather than simply for their willingness to endorse the school leader's ideas.
- The Improvement Planning Team will reconvene during the upcoming school year as the plan is implemented to consider if the plan is resulting in the progress initially envisioned when it was written. School leaders may want to prioritize identifying team members that will remain with the school during the upcoming year.
- Improvement plans should be developed by a team representing multiple constituencies within the school. Schools should be sure to follow any existing current local agreements concerning shared decision-making and participation in shared decision-making teams.

What Being a Team Member Entails

- The [Plan Development](#) process outlined by NYSED anticipates that the school team will engage in six meetings, and potentially more if necessary:
 - [Meeting 1: Systems and Structures Self-Assessment](#)
 - Meeting 2: Teacher Survey Review
 - Meeting 3: Variations in Data
 - [Meeting 4: Student Interviews](#)
 - [Optional Meeting 4A: Family Focus Groups](#)
 - Meeting 5: Plan Writing
 - Meeting 6: Plan Finalization
- Team members should participate in each of these meetings. [Additional guidance](#) is available for those participating in the CSI, ATSI, or TSI support models.

- The plan is designed to be monitored throughout the year by members of the team. Those identified to participate in developing the improvement plan should also anticipate reconvening throughout the school year to discuss implementation and monitor impact.

Considerations to Promote Inclusion

- School leaders may want to be intentional to consider ways to hear the voices or perspectives that have historically been underrepresented in the decision-making process. School leaders may also want to consider ways to remove barriers to participation.
- Some strategies schools have used in the past include offering translation and childcare during meetings or leveraging technology and providing a virtual meeting option. It is important that the improvement plan and process are open and accessible to the full school community.

Teams may also find the Department's resources on [Culturally Relevant and Sustaining Practices](#) useful in exploring this topic further.

CSI, ATSI and TSI-Specific Guidance

- Schools identified for CSI, ATSI, and TSI can determine the size of the team, consistent with local collective bargaining agreements, including the minimum and maximum number; however, **certain constituencies must be involved** in the development of the SCEP:
 - A representative from the District who is also a member of the DCIP Development Team
 - School leaders
 - Teachers
 - Instructional Coaches (when applicable)
- All participants from schools in the CSI and ATSI model that are registered for a 2026-27 NYSED Supplemental Support **must be involved** in the development of the 2026-27 SCEP.
- **At least two teachers** must be present at all team meetings.
- Parents have significant insights that will be useful to the team. The perspectives they provide through the [Family Survey](#) will be useful for the school as it assesses the strength of its existing structures. While parents/guardians are not required members of the team, schools are welcome to have parent/guardians that are not employees of the school as members of their team as an additional method to incorporate parent/guardian voice.
- Schools identified for ATSI and TSI must have a means of incorporating the perspectives of teachers responsible for students from the identified subgroup(s).
- Meetings should be scheduled at times and locations accessible for team members and incorporate child-care and translation services when applicable. Title I 1003 School Improvement Grant funds can be used for this purpose.